DOCUMENT RESUME

ED 449 322 CE 081 201

TITLE	Ohio's Career Development Blueprint. Individual Career Plan, Middle School.
INSTITUTION	Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.
PUB DATE	2000-00-00
NOTE	18p.; For K-5 and High School Blueprints, see CE 081 200 and CE 081 202.
AVAILABLE FROM	For full text: http://www.ohiocareerdev.org/pdfs/middleblueprint.pdf.
PUB TYPE	Guides - Non-Classroom (055)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	*Career Development; Career Education; *Career Exploration; *Career Planning; Citizen Participation; Decision Making; Employment Potential; Futures (of Society); Goal Orientation; Individualized Instruction; Job Skills; Learning Activities; Middle Schools; Occupational Information; Self Concept; *Self Evaluation (Individuals); Social Discrimination; Statewide Planning; *Student Educational Objectives; Trend Analysis; *Vocational Education
IDENTIFIERS	*Individualized Career Plans; Ohio

ABSTRACT

This publication provides materials to assist in the individual career plan (ICP) process in grades 6-8. Suggestions are made related to career planning teams. Focus is on 12 key topics, all necessary for a middle-grade student to consider before developing an ICP. The topics are self awareness; self assessment; career information; exploration; academic planning; reduction of bias; future trends; employability skills; decision making and goal setting; community involvement; economics; and vocational orientation. Each topic is defined and has one to three learner goals assigned to it. Following each learner goal are numerous indicators to further define the goal. In addition, activities are suggested to help students master the learner goals for each key topic. (YLB)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 449 322

Ohio's Career Development B·L·U·E·P·R·I·N·T

INDIVIDUAL CAREER PLAN

Middle School

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

B. Brownmeister

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it

☐ Minor changes have been made to improve reproduction quality

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

BEST COPY AVAILABLE

CE 081 201

The learner goals and indicators in this document include the National Career Development Guidelines developed by the National Occupational Information Coordinating Committee (NOICC). The competencies and indicators from the National Career Development Guidelines were adapted to fit the model of the twelve key topics used in Ohio.

Ohio Department of Education
Division of Vocational and Career Education
Career Planning, Transition, and Intervention
65 South Front Street, Room 912
Columbus, Ohio 43266-0308
(614) 466-5718

INTRODUCTION

In 1989, Ohio's State Board of Education was empowered by legislation in Senate Bill 140 to prepare a plan of action for accelerating the modernization of vocational education. This bill offered unique opportunities to improve vocational and career education's responsiveness to the challenges of the 1990's and beyond.

The resulting document, *Ohio's Future at Work*, outlined specific imperatives and goals that are key to the career development of students before entering the ninth grade. A focus on lifelong learning needs and the provision of career-focused education for all students are two primary imperatives for students.

Individual Career Plan

A crucial emphasis in *Ohio's Future at Work* is the development of an individual career plan (ICP) by students before they enter the ninth grade. The ICP is a learning process for students that actually begins in kindergarten and continues through the eighth grade, at which time students initiate an ICP document. The ICP process and document help students identify and explore their initial career goals. In their ICP document, eighth-grade students identify the educational plan needed to achieve those goals both at the secondary level and beyond. High school students have additional opportunities to explore and verify their educational and career goals and to formally review, revise, and add to their ICP document annually.

The middle-grade years are vital to the ICP process because the ICP document is initiated during this time. The document cannot be developed without specific and organized activities during the sixth through eighth grades to provide meaning.

M1

Twelve Key Topics

The following pages focus on twelve key **topics**, all necessary for a middle-grade student to consider before developing an ICP. Each topic is defined and has one to three **learner goals** assigned to it. Following each learner goal are numerous **indicators** to further define the goal. Furthermore, **activities** are suggested to help students master the learner goals for each key topic.

Career Planning Teams

To assure that all twelve topics are addressed requires each middle-grade and high school building in each school district to form a career planning team. This team should include representation from the following groups:

- *Career development personnel*
- *Teachers*
- *Administrators*
- *Guidance counselors*
- *Parents*
- *Career development building leaders*

The career planning team at the local level will determine the best delivery system to address the twelve key topics for that building's middle grades. Each individual's completion of an ICP document is the culminating activity. The twelve key topics should be addressed through one or more of the following avenues during the sixth through eighth grades:

- *Specific course or instructional module*
- *Existing courses that already teach some of the topics*
- *Planned interdisciplinary approach*
- *Extracurricular activities*

Parental involvement is also an important factor in students' mastery of the learner goals. Activities that facilitate parental involvement have been starred (*) on the following pages.

MZ

Other issues that are key to the successful completion of the ICP process and document are

- *Linkages of the students to the community outside the school*
- *Staff development for implementation of the ICP process*
- *Student accessibility to the ICP document*
- *Assessment of the studnet's career interests, and academic achievement as documented on proficiency tests*

Implementation of the ICP process and document and career-focused education should be the expectation of all middle-school staff and students. An annual motivational event with a speaker and/or assembly for all students is suggested to increase involvement in and commitment to this process.

Current research shows that middle-grade students are at a critical turning point. They have strong need for affirmation in order to reinforce their self-esteem. They also need exploratory and experiential approaches to their subject content. The ICP process should include activities to reflect these needs.

SELF-AWARENESS

Structured means by which students gain knowledge of, understand, and express themselves

Learner Goal 1: Gain knowledge of the influence of a positive self-concept.

Indicators

Describe personal likes and dislikes.
Describe individual skills required to fulfill different life roles.
Describe how one's behavior influences the feelings and actions of others.
Identify environmental influences on attitudes, behaviors, and aptitudes.

Learner Goal 2: Develop skills to interact with others.

Indicators

Demonstrate respect for the feelings and beliefs of others.
Demonstrate an appreciation for people's similarities and differences.
Demonstrate tolerance and flexibility in interpersonal and group situations.
Demonstrate skills in responding to criticism.
Demonstrate effective group membership skills.
Demonstrate effective social skills.
Demonstrate an understanding of different cultures, lifestyles, attitudes, and abilities.

Learner Goal 3: Gain knowledge of the importance of growth and change.

Indicators

Identify feelings associated with significant experiences.
Identify internal and external sources of stress.
Demonstrate ways of responding to others when under stress.
Describe changes that occur in the physical, psychological, social, and emotional development of an individual.
Describe physiological and psychological factors as they relate to career development.
Describe the importance of career, family, and leisure activities to mental, emotional, physical, and economic well-being.

Suggested Activities:

- *Situational activities, including role-playing*
- *Creative writing*
- *Journals*
- *Posters and/or other artwork*
- *Involvement of community members from different cultures*
- *Interviews with 'significant others'**
- *Values inventories*
- *Family genealogies, including 'career trees'**
- *Personality inventories*
- *Talent and/or hobby demonstrations*

**This and the other starred activities facilitate parental involvement.*

M4

SELF-ASSESSMENT

Formal and informal methods that enable students to measure and interpret achievements, aptitudes, interests, and personality

Learner Goal 1: Gain awareness of individual achievements, aptitudes, interests, and personality.

Indicators

Identify personal aptitudes, interests, and achievements.
Describe personal personality traits.
Describe influences that may impact the development of aptitudes, interests, and achievement.

Learner Goal 2: Understand the assessment interpretation as applied to oneself.

Indicators

Describe oneself in terms of aptitudes, interests, and achievements.
Identify broad occupational areas that relate to personal interests and achievements.

Suggested Activities:

- *Assessment instruments*
- *Follow-up interpretation activities that include parental involvement, individual and/or small-group interaction, and class discussion*
- *Utilization of self-assessment information when completing the ICP document*

CAREER INFORMATION

Current and specific data concerning the world of work

Learner Goal: Develop skills to locate, understand, and use career information.

Indicators

Identify various ways in which occupations can be classified.
Identify a number of occupational groups to explore.
Demonstrate skills in using school and community resources to learn about occupational groups.
Identify sources of information about occupational groups, including self-employment.
Identify skills that are transferable from one occupation to another.
Identify sources of employment in the community.

Suggested Activities:

- *Resource speakers*
- *Career study trips*
- *Career information systems**
- *Correspondence with employment sites*
- *Interviews with workers*
- *Use of U.S. Department of Labor publications, such as the Occupational Outlook Handbook and the Dictionary of Occupational Titles*
- *Career reports and/or projects**
- *Trade fairs and/or career fairs**

EXPLORATION

Experiential opportunities to explore career options related to individual's choice

Learner Goal 1: Gain specific knowledge of selected jobs.

Indicators

Identify worker conditions, education and training, and employment opportunities related to selected jobs.

Identify career opportunities related to personal abilities, interests, and achievements.

Learner Goal 2: Experience the process of preparation, exploration, reflection and re-evaluation.

Indicators

Describe traits, skills, and characteristics required for specific career choices.

Demonstrate an understanding of potential conflicts between personal characteristics and tentative career choices.

Describe the impact of exploration activities on current career choices.

Suggested Activities:

- *Job shadowing*
- *Career clubs*
- *Mentorships*
- *Vicarious explorations through audiovisual media related to personal career choices (when hands-on exploration is not possible)*
- *Student and/or parent interaction following the exploration experiences**
- *Partnerships*
- *Group and/or individual discussion for reflection and re-evaluation*

ACADEMIC PLANNING

The process by which one uses all information to relate educational choices to future career goals

Learner Goal 1: Gain knowledge of how educational achievement benefits career opportunities.

Indicators

Describe the importance of academic and occupational skills in the work world.
Identify how the skills taught in school subjects are used in various occupations.
Describe one's own strengths and weaknesses in school subjects.
Describe a plan of action for increasing one's basic educational skills.
Describe the skills needed to adjust to changing occupational requirements.
Describe how continued learning enhances one's ability to achieve goals.
Describe how skills relate to the selection of high school courses of study.
Describe how aptitudes and abilities relate to broad occupational groups.

Learner Goal 2: Initiate an ICP document.

Indicators

Describe the process used to establish decisions regarding the ICP document.
Identify how parents and/or guardians have provided input for the ICP document.
Demonstrate the correlation between the ICP document and the actual courses scheduled for the ninth-grade year.

Suggested Activities:

- *Parent conferences to review ICP documents*
- *High school student panels*
- *Educational shadowing (such as middle-school student shadowing vocational student)*
- *College admissions panels*
- *Career study trips to secondary and postsecondary educational facilities*
- *Small-group discussions of ICP documents*
- *Biographies and/or reports describing one's future educational plans*
- *Posters and/or flowcharts, and/or collages to reflect individual educational choices*

BEST COPY AVAILABLE

REDUCTION OF BIAS

An expansion of individual career choices, based on personal interests and abilities and not limited by sex, race, ethnicity, age, or handicap

Learner Goal 1: Gain knowledge of different occupations and of changing male and female roles.

Indicators

Describe advantages and problems of entering a nontraditional occupation.
Describe the advantages of taking courses related to personal interests, even if such courses are most often taken by members of the opposite gender.
Describe stereotypes, biases, and discriminatory behaviors that may limit opportunities for women and men in certain occupations.
Identify the current and forecasted gender ratios in the workforce.
Describe personal attributes that would affirm a nontraditional career choice and ones that would limit a nontraditional career choice.

Learner Goal 2: Gain knowledge of what constitutes equal career opportunities for all individuals regardless of race, ethnic background, and/or handicapping condition.

Indicators

Define the terms *race, ethnic background, handicapping conditions, stereotype, fair labor practice,* and *age discrimination.*
Demonstrate an understanding of equal opportunity policies in the world of work.
Describe situations in which individuals have overcome stereotyping and/or discrimination in order to reach their career goals.
Describe the advantages of having equal career opportunities for all.

Suggested Activities:

- *Audiovisual materials that are free of bias and encourage nontraditional choice*
- *Nontraditional speakers to serve as exemplary role models (including parental roles)**
- *Attitude inventories*
- *Speakers representing equal rights agencies*
- *Parent workshops**
- *Supplemental curriculum materials, such as the books Choices and Challenges*

FUTURE TRENDS

Information related to social, economic, and technological changes and to the individual's need to adapt to those changes

Learner Goal: Gain knowledge of the skills necessary to adapt and succeed in the twenty-first century.

Indicators

Identify technical changes that have occurred in the past ten years and forecast changes.

Identify personal skills and attitudes that will be necessary to succeed in the next century.

Describe the importance of training, retraining, and cross-training.

Suggested Activities:

- *Charts of roles that students fill and their interdependence*
- *Futures wheels and/or webbing*
- *Scenario writing*
- *Journals*
- *Resource speakers*
- *Autobiographies with future projections*
- *Newspaper publication with future date*
- *Mural of future community*
- *Projection of future jobs*
- *Bulletin board with futuristic articles from magazines, journals, and newspapers*
- *Interviews with parents to determine their future forecasts*

EMPLOYABILITY SKILLS

Those work behaviors, abilities, and attitudes necessary to obtain, maintain, and advance in employment

Learner Goal 1: Understand the relationship between work and learning.

Indicators

Demonstrate effective learning habits and skills.
Demonstrate an understanding of the importance of personal skills and attitudes to job success.
Describe how personal attitudes, beliefs, abilities, and skills are related to occupations.

Learner Goal 2: Gain knowledge of skills necessary to seek and obtain jobs.

Indicators

Demonstrate personal qualities that are needed to get and keep jobs (for example, dependability, punctuality, ability to get along with others).
Describe terms and concepts used in describing employment opportunities and conditions.
Demonstrate the skills to complete a job application.
Demonstrate the skills and attitudes essential for a job interview.

Suggested Activities:

- *Simulation of job-seeking process*
- *Resource speakers*
- *Panel of personnel officers*
- *Sample of job applications*
- *Resumes*
- *Posters advertising appropriate work habits and attitudes*
- *Work habit and attitude inventories*
- *Parental assessment of student work habits and attitudes*

DECISION-MAKING AND GOAL SETTING

The process of developing plans specific to a determined outcome

Learner Goal: Develop skills to make decisions and establish goals.

Indicators

Describe a range of decision-making patterns.
Describe personal beliefs and attitudes.
Describe how career development is a continuous process with a series of choices.
Identify possible outcomes of a decision.
Describe school courses related to personal, educational, and occupational interests.
Describe how the expectations of others affect career planning.
Identify ways in which decisions about education and work relate to other major life decisions.
Identify some advantages and disadvantages of various secondary and postsecondary programs regarding the attainment of career goals.
Identify the requirements for secondary and postsecondary programs.
Identify and give examples of both short-term and long-term goals.
Initiate a rational and comprehensive ICP.

Suggested Activities:

- *Decision-making maps*
- *Descriptions of decision-making situations that workers face (attained through speakers or letters written to workers)*
- *Career-based and/or school-based decision-making dilemmas*
- *Assessment of past decisions*
- *Commercial instructional resources*

COMMUNITY INVOLVEMENT

School-based activities that encourage responsibility to and citizenship within the community

Learner Goal 1: Understand the importance of involvement in the community.

Indicators

Describe major community needs and identify solutions calling for citizen involvement.
Identify contemporary role models who are involved in community service.
Identify historical figures who have served the community, and their accomplishments and contributions.

Learner Goal 2: Gain knowledge of the range of opportunities available for community service.

Indicators

Identify agencies that would be receptive to utilizing volunteers.
Demonstrate an awareness of other community agencies and their functions.
Identify community support agencies that could help with individual and family problems.

Suggested Activities:

- *Role models visiting classrooms*
- *Classrooms visiting agencies and other community services*
- *Student-initiated service projects*
- *Teacher-initiated service projects*
- *Partnerships*

ECONOMICS

Information relating income, work, and economic concepts to individual career choice and money management

Learner Goal 1: Understand the relationship of income and money management skills to life-style.

Indicators

Identify strategies for managing resources (for example, talents, time, money) to achieve tentative career goals.

Demonstrate the ability to access benefit and income information relative to career fields of interest.

Identify family financial goals related to education and training options as reflected in the ICP.

Learner Goal 2: Understand how work relates to the needs and functions of the economy and society.

Indicators

Describe the importance of work to society.

Describe the relationship of work to economic and societal needs.

Describe the economic contributions that workers make to society.

Describe the effects that societal, economic, and technological change have on occupations.

Learner Goal 3: Gain knowledge of the interrelationship of life roles.

Indicators

Identify how different work and family patterns require varying kinds and amounts of energy, participation, motivation, and talent.

Identify how work roles at home satisfy needs of the family.

Identify personal goals that may be satisfied through a combination of work, community, social, and family roles.

Identify personal leisure choices in relation to lifestyle and the attainment of future goals.

Describe advantages and disadvantages of various life-role options.

Describe how family, occupational, and leisure decisions are interrelated.

Suggested Activities:

- *Panels of financial agency workers*
- *Student development of financial plans*
- *Long-term and short-term financial strategies*
- *Real or simulated banking accounts*
- *Mini-societies*
- *Research projects related to occupational income and benefit options*
- *Classroom partnerships with financial institutions*
- *Classroom corporations*
- *Entrepreneur panels*
- *Stock market simulations*

VOCATIONAL ORIENTATION

Assuring that vocational career options receive equal emphasis in an individual's educational planning

Learner Goal 1: Gain knowledge of all vocational options available.

Indicators

Identify the vocational training sites in the community, such as comprehensive school programs, vocational schools, technical schools, and community colleges.
Describe vocational program options at each site.
Identify vocational areas of personal interest.
Demonstrate an awareness of how vocational training can be integrated into one's ICP document.

Learner Goal 2: Understand the benefits of vocational education.

Indicators

Describe the value of being immediately employable upon completing a vocational program.
Describe the merit of hands-on learning experiences.
Demonstrate an awareness that financial and advancement oportunities exist for vocational purposes.

Suggested Activities:

- *On-site visits to vocational high school programs*
- *Job shadowing experiences with vocational students in program areas of individual interest*
- *Vocational graduates as classroom speakers*
- *Panel of vocational instructors and/or students*
- *Career fairs**
- *Vocational presentations to parents**
- *Informational materials to parents and students**
- *Career resources to investigate vocational options*
- *Individual reporting techniques to demonstrate knowledge of specific vocational careers*
- *Tabletop demonstrations of vocational programs*

BEST COPY AVAILABLE